

The Orchard School

Admissions

All pupils who attend The Orchard School will have a Statement of Special Educational Needs / Education, Health and Care Plans (EHC Plans) identifying social, emotional and behavioural difficulties with associated learning needs as their primary need. To arrive at this stage they will have seen a variety of professionals who have investigated the root of the child's difficulties in learning.

The Local Authority will have deemed that a child may be suitable through a clear assessment and referral process which results in papers being submitted to the school as part of the consultation process. Most pupils referred are appropriate and are then invited for interview providing the school has a suitable place available.

We welcome visits from the child / young person and parents / carers to understand how the school works, meet key people and look around the working environment.

This should be read in conjunction with the Kent County Admissions Criteria for pupils with behaviour and learning difficulties.

See Link:

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/admissions_criteria.aspx

Information

KCC Admissions Criteria are copied below as appendix 1.

For more information on transport:

See Link:

<http://www.kent.gov.uk/roads-and-travel/school-transport/free-school-transport>

Appendix 1

THE ORCHARD SCHOOL

Cambridge Road
Canterbury CT1 3QQ
Tel: 01227 769220

Website: www.orchard-school.co.uk

The Orchard School is the lead Special school catering for primary and secondary aged pupils with behaviour and learning needs and behaviour, emotional and social needs (BESD) in the Ashford, Canterbury and Swale districts.

Admissions Criteria for pupils with Behaviour & Learning Difficulties

In considering the parental request for placement within a maintained special school for pupils with behaviour and learning difficulties the Local Authority must have regard to the following admission criteria:

- The pupil will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure manifest themselves in a combination of behavioural and learning, emotional and social difficulties as described in their SSEN using the QCA behaviour scales.
- Pupils are likely to experience a combination of low self-esteem, together with a significant degree of social and emotional immaturity possibly associated with language delay and will display emotional vulnerability and/or disruptive behaviours. Their learning difficulties may be compounded by medical diagnoses such as Prader Willi, Tourettes, Fragile X or ASD.
- The majority of pupils will have general learning difficulties in most curriculum areas.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
B& L	Below Normal/ Well below normal	L 1 – 2	L 2 – 4	CoEA - 1+GCSE

- At KS1 and KS2 the school will provide for pupils who have behaviour, emotional and social difficulties (see BESD admission criteria)

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

Pupils will live wherever possible within the local community which may cover more than one district, close enough to comply with County guidelines on journey time and close enough to enable the school to support them in their locality whenever possible.

Behaviour and Learning Need Special Schools available to pupils in each district

School	District
Orchard	Ashford
Orchard	Canterbury
Rowhill	Dartford
Harbour	Dover
Rowhill	Gravesham
Bower Grove	Maidstone
Rowhill	Sevenoaks
Harbour	Shepway
Orchard	Swale
St Anthony's	Thanet
Bower Grove	Tonbridge & Malling
Rowhill	Tunbridge Wells

Admissions Criteria for pupils Behaviour, Emotional and Social Difficulties

In considering the parental request for placement within a maintained special school for pupils with behavioural, emotional and social difficulties the Local Authority must have regard to the following admission criteria:

The young person will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure usually manifest themselves in emotional, behavioural and social difficulties as described in their SSEN using the QCA behaviour scales. They will include students whose present needs are the result of deep-seated and long-term emotional needs in pupils with attainment falling within the Normal (N) and Above Normal (AN) as defined by the QCA levels for that cohort.

The young person will present with most of the following behaviours:

- distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum
- unpredictably and intensity of the pattern of behaviours which significantly disrupt the learning of peers
- behaviour which is bizarre and/or self injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person
- significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged
- periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education

The pupil may also be on the Autistic continuum but responds well to BESD provision.

Students will require an intensive multi-agency approach and appropriate out of hours support.

The school will cater for either Key Stage 1 and 2 (in Behaviour & Learning provision) or Key Stage 3 and 4 (in Behaviour, Emotional and Social Difficulties provision)

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS3
BESD	Normal/Above normal	L3 – 5	L5 – 7	5+ GCSE A – C

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

For secondary age BESD students they will live within the community of the campus defined as an area of Kent covering up to 4 districts and close enough to involve a journey time that complies with County Transport Policy. For primary age BESD pupils please see B & L admission criteria.

Behaviour, Emotional & Social Difficulties Special Schools available to pupils in each district

School	District
Orchard Pri Goldwyn Sec	Ashford
Orchard Pri Portal House Sec	Canterbury
Rowhill Pri Furness Sec	Dartford
Harbour Pri Portal House Sec	Dover
Rowhill Pri Furness Sec	Gravesham
Bower Grove Pri Goldwyn Sec	Maidstone
Rowhill Pri Furness Sec	Sevenoaks
Harbour Pri Goldwyn Sec	Shepway
Orchard Pri Goldwyn Sec	Swale
St Anthony's Pri Portal House Sec	Thanet
Bower Grove Pri Furness Sec	Tonbridge & Malling
Rowhill Pri Furness Sec	Tunbridge Wells

Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources